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AUTHOR Cooke, Gary E.; And Others
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ABSTRACT

The UT-ADAPT (University of Toledo-Associates for Developmentally Appropriate Practices in Teaching) Academy for Early Childhood Education and Teacher Preparation in Ohio consists of teachers, university faculty, agency service providers, health care professionals, administrators, parents, and community leaders who share goals for early childhood education. The primary objective of the Academy is the development, implementation, and maintenance of an exemplary preparation program for adults choosing careers in early childhood education. The Academy also supports professional development and collaborative activities of its members. Academy members are involved in recruitment and selection of candidates for teacher education, the curriculum of the preparation program, and field and clinical experiences. The Academy's approach is based on principles of Developmentally Appropriate Practices for young children. Advantages of the Academy approach include affirmation and support among collaborating professionals, best practice experience, and professional growth and development. This paper presents principles governing the establishment of the Academy, resources, grants awarded, evaluation of progress, conference presentations, and problems and obstacles. Appendixes include an organization chart, a proposed Ohio teacher licensure chart, goals for the redesign of the teacher preparation program, a composite membership profile, a professional needs survey, a professional development activities survey, and sample focus group discussion questions. (JDD)

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SHARED VISIONS for EDUCTIONAL ADVANCEMENT

UT ADAPT ACADEMY
for Early Childhood Teacher Preparation

A Case Study Presentation at the
47th Annual Meeting of AACTE
February 14, 1995
Washington, DC, Hilton Towers

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A Model of Collaboration and Educational Change

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Shared Visions for Educational Advancement: The UT-ADAPT ACADEMY for Early Childhood Teacher Preparation

Presenters:

Dr. Gary E. Cooke, Professor of Early Childhood
College of Education and Allied Professions
University of Toledo
2801 West Bancroft
Toledo, Ohio 43606
(419) 537-2304

Dr. John R. Cryan, Professor of Early Childhood & Associate Dean
College of Education and Allied Professions
University of Toledo
2801 West Bancroft
Toledo, Ohio 43606
(419) 537-2491

Dr. Laurie Dinnebeil, Assistant Professor of Early Childhood
College of Education and Allied Professions
University of Toledo
2801 West Bancroft
Toledo, Ohio 43606
(419) 537-4330

Dr. William McInerney, Professor of Special Education
College of Education and Allied Professions
University of Toledo
2801 West Bancroft
Toledo, Ohio 43606
(419) 537-2284

Cover page for this presentation was created by Pam Kyle, Univ. of Toledo

Background

The University of Toledo,College of Education and Allied Professions enjoys a rich tradition of teacher preparation. The faculty, building on the early experiences with the CBTE model has continued to reform and initiate a teacher preparation program that meets the changing needs of the schools and agencies that sponsor social, medical and educational programs.
[note: Competency Based Teacher Education at the University of Toledo was one of eight national models federally funded in the late 60s and early 1970s] It is a member of NCATE and one of the Universities that make up the Ohio State system of Higher Education. There are about 100 fulltime faculty that teach and advise 3200 undergraduate (1600 are fulltime) and 1400 graduate (400 fulltime) students. During the past three years 566 Elementary and Early Childhood graduates from the University of Toledo have been certified by the State of Ohio. Early Childhood certification accounts for 188 or about 33% of that total.

Reform Leads to Formation of ACADEMY

Three primary sources of change have contributed to the formation of the UT-ADAPT ACADEMY. Two of these, the College Initiative and Ohio Teacher Licensure reform provided the framework within which the third source, early childhood could develop its new preparation program.

In the spring of 1991, the faculty of the College voted to study the redevelopment of the teacher preparation curricula. The faculty's study and discussion began with Goodlad's nineteen postulates regarding effective educational preparation programs. This initial activity was broad-based and involved faculty from Arts & Science and teachers as well as administrators from area schools. These discussions which took place during the 1991-1992 academic year culminated in the presentation of a working paper, "Enhancement Initiative: A Five-Year Plan for Teacher Education" in September of 1992. Further faculty discussions and revisions brought the final document of the Initiative to the faculty for approval in December of 1992. Since that time, A College Initiative Steering committee has guided the activities of the reform. An organizational chart appears in Appendix A-1.

During the same time frame (1991-1992) the Ohio Department of Education, Division of Teacher Certification, initiated the study and revision of new state standards for the licensing of teachers in Ohio. During the past fifteen years early childhood has taken on more importance as

an academic discipline and become recognized as a significant developmental time in children's lives. The academic discipline, early childhood has an identifiable knowledge base and is established as a major program emphasis in teacher preparation. It is a major step in the right direction that states such as Ohio are recognizing the strategic nature of training teachers who have expertise in the teaching of young children and the ability to work with the families of young children. Significantly the proposed new standards call for a major overhaul in current certification patterns. The most notable departure from old standards appears in the new early childhood standards. The new proposed licensure standards call for an Early Childhood (birth to age eight) license. The new license replaces old early childhood "add-on" endorsement programs such as K-8, or K-3 in which students took majors in elementary education and with two or perhaps three courses could add early childhood to their certification. The proposed licensure for early childhood includes all children (including those with high incidence special needs) from birth to eight in a comprehensive program of education. The Intervention Specialist License is designed to prepare professionals to work with more severely involved special needs children. (See Appendix A-2) The new Ohio Standards have been recommended by the State Board for approval by the legislature. It is anticipated that these standards will be in place and take effect with the entering freshmen class of 1997.

The third and most central source of energy for the formation of the ACADEMY is Early childhood and special education faculty along with professionals in a variety of program settings. A coalition of early childhood faculty and a special education faculty began in 1984 with the arrival of a new special education faculty member who was interested in early childhood. The early collaboration revolved around the writing of personnel preparation grants for training level professionals to work with special needs young children and their families. This coalition has accounted for an excess of $1 million in grants for the early childhood/special education activities at the University of Toledo. In addition these faculty members have been active participants and leaders in the formation of a consortium of special and early childhood faculty in Ohio. This group, funded by the Ohio Department of Education, Division of Early Childhood, has gathered together an active and influential higher education faculty from Universities around the state. The Ohio Higher Education Consortium for Early Childhood/ Special Education sponsors summer institutes and university credit in-service coursework as well as other activities to bring together early childhood and special education into an integrated training program for adults who wish to work with young children. This group has been influential in the shaping of the new teacher licensure standards for Ohio.

The Beginnings

The Early Childhood faculty at the University of Toledo have always enjoyed a positive relationship with professionals in program settings. Many of the same people work together in professional organizations such as the Toledo Preschool Association, Toledo Area Association for the Education of Young Children and in state level groups as well. Early Childhood students do methods, practica and teaching in these centers. The foundation for taking these working relationships to a new level was clearly laid by many years of previous associations and working together.

In the spring of 1992 the early childhood faculty began preparations for the development of a new ECE teacher preparation program which assumed the following:

a) ECE teacher preparation would be birth to eight reflecting a belief that new licensure standards in Ohio would become a reality.

b) ECE teacher preparation would include both early childhood and special education as an integrated program.

c) ECE teacher preparation would no longer be an "add-on" to elementary education but a full-blown degree program.

d) ECE teacher preparation would include a broader membership of "stakeholders" in the enterprise of teacher preparation.

e) ECE teacher preparation would develop specific program goals and objectives within the context of the college and university mission statements.

In addition to our assumptions the College Initiative Steering Committee charged each program committee to develop a written document called, "A Conceptual View of Teacher Education." This paper was to include the goals, knowledge base, process for implementation, and methods for recruitment and selection of students for the program. Each program writing committee was also asked to address issues of cultural diversity, critical literacy, technology, special learners, reflection and the urban mission of the program. Eleven principles were given as guidelines. (See Principles, Appendix A-3)

In the spring of 1992 the early childhood faculty team invited 40 ECE professionals from a variety of settings to meet to discuss common interests and particularly issues related to the development of quality environments for young children and their families. Those invited were chosen because of their history of involvement with the Univ. of Toledo and specifically because of their professional activism and declared allegiance to developmentally appropriate practices for young children. The invitation list was not exclusive or exhaustive but kept small. In subsequent meetings people brought others with them and the current "membership" list is 160. A composite

description of the membership by level of education, position, and certification areas appears in Appendix B-1.

In order to facilitate the group's future meetings a survey was given to ascertain the professional interests and needs of the those present (See Appendix B-2). The meeting was not an agenda for asking practitioners for help in field placements (several were already involved in that anyway) or to react to a plan for a new program in teacher education. At that point the agenda was to see how " together" the individuals might be in beliefs and philosophy, what issues might be important to everyone and what we all might do together if we were to continue meeting. ECE faculty served as facilitators, note takers, etc and essentially participated with the group processes without any particular need to direct the group toward closure.

During the first year (fall of 1992 through June of 1993) some meetings were held in a few early childhood centers. These "hosted" visits were in the evenings and individuals talked about their programs, showed off their rooms and essentially facilitated discussions on a variety of issues. After several meetings some members of the group were interested in continuing this "show and tell" visits while others wished to focus on issues related to the original inventory (See Appendix B-2). This realization, that members had different needs and interests, became an important consideration in the eventual organizational structure that was developed.In addition the group decided to plan a summer two day retreat at the Maumee Bay State Lodge. This was to be funded by a grant which was written by members of the group. Unfortunately, the grant was not funded and plans for the retreat had to be abandoned.

In the spring of 1993 it became clear that the membership was looking for increased activity in "issues" of the profession such as those indicated in their own survey (Appendix B-2). The idea was to have the group continue its meetings, try to meet the needs of each member but focus on developmentally appropriate practice as the glue of the group. Also during this time frame various people played with names that might identify our group. ADAPT was the choice (Associates for Developmentally Appropriate Practices in Teaching). It just happened that way. There were no campaigns or speeches.

While the university faculty had gone out of the way to stay out of the way, several practitioners of the group suggested that more structure and guidance was necessary. During the fall of 1993 ECE faculty and ADAPT members struggled to develop an organizational focus. In February of 1994 a large ADAPT meeting was held in which additional people were invited. Nearly 80 individuals, along with the year's first snow storm, attended. At that meeting the formal organization structure for UT-ADAPT was offered with the proposal for an ACADEMY. Briefings were given by College of Education representatives about the current progress of the new proposed state standards for licensing and the activity of the College Initiative Committee.

UT-ADAPT ACADEMY for Early Childhood Education and Teacher Preparation

Networking, "Is a group or system of interconnected or cooperating individuals."
Collaborate, "To work together, specially in some literary, artistic, or scientific undertaking."
Academy, " Is a community of scholars and artists."

The University of Toledo ADAPT Academy for Early Childhood Education and Teacher Preparation (UT-ADAPT or ACADEMY) consists of teachers, university faculty, agency service providers, health care professionals, administrators, parents and community leaders who share the goals of the ACADEMY and are involved in the activities of the ACADEMY.

ACADEMY Objectives

The primary objective of the ACADEMY is the development, implementation and maintenance of an exemplary preparation program for adults choosing careers in early childhood education. The overall goal of the ACADEMY is to promote quality educational, social and medical programs for young children and their families through collaboration in the personnel preparation and professional development programs of the ACADEMY. Concurrent with the preservice preparation program the Academy engenders, sponsors, and maintains support for the professional development and collaborative activities of its members. It is through the study and self-renewing activities of the Academy that the education of young children is improved.

Strength, Mood and Motto

The strength and foundation of the ACADEMY are that the members of the ACADEMY hold similar beliefs and a shared vision about the characteristics and practices of quality programs for all young children and how to prepare adults who will work with young children and their families. This belief system could best be described as Developmentally Appropriate Practices for young children (DAP) The mood of the ACADEMY is such that members believe we are sharing as a team of researchers or explorers engaged in learning how to provide better education and services to young children buy preparing teachers. While there is no formal motto for the ACADEMY it could be , "Everyone learns, everyone teaches." Members of the ACADEMY support activities that bring together early childhood and special education practices to form new knowledge and informed practice that results in high quality programs for all young children.

Responsibilities of the Academy

An underlying assumption of the ACADEMY is that improving the preparation and professional growth of early childhood educators is the most direct route to improving programs for young children. Therefore the ACADEMY has two primary responsibilities. The first is to plan, develop, implement, and supervise the education and training of adults who choose careers in early childhood through programs offered at the University of Toledo. The program strives to prepare early childhood educators who demonstrate judgment, thoughtfulness, care and compassion. To this end ACADEMY members engage in teaching, mentoring and supervising adults who wish to work in settings with young children and their families. The members of Academy will be involved in all facets of the personnel preparation program. For example, ACADEMY members are involved in the recruitment and selection of candidates for teacher education, the curriculum of the preparation program, the field and clinical experiences, and all other activities sponsored by the preparation program.

The second and equally important responsibility of the ACADEMY is to sponsor and support members in professional growth and development through self-study, self-renewal and a variety of staff development and inservice education activities. The ACADEMY promotes a concern for teaching as an intellectual as well as an ethical enterprise. The ACADEMY will support activities that build the members understanding of current early childhood knowledge and encourage change in classroom practice, as well as change in teacher beliefs and attitudes. The ACADEMY , through its members' energy and professional resources may become an important catalyst and mentor of educational change in a variety of early childhood program settings.

The ACADEMY: A Unique Approach to Teacher Preparation & Professional Development

The Academy is different from previous traditional approaches to teacher preparation at the University of Toledo. This approach emphasizes a collegial and cooperative collaboration in that all professionals involved in programs of early education share in the responsibility of preparing adults to work with young children and their families. Historically teacher education programs at the University of Toledo have recognized the importance of linking theory and practice. The CBTE model of the decade of the 70s which received federal funding and national attention linked University curriculum with the Multi-Unit School and the IGE (individually guided education) planning process. Schools were identified and faculty of both university and the schools worked together in improving classroom planning and instruction. These were good environments for

aspiring students to practice their methods and teaching skills. Faculty spent a great deal of time in the school setting watching students teach and providing consultation to school personnel. Essentially these schools were much like the contemporary professional development school.

As good as this arrangement was there were some missing elements. For the most part the preparation program assumed that foundation coursework, such as courses in social and psychological foundations, should occur before methods' course practice and experience in classrooms. The common avenue travelled by students preparing to teach was to learn the theory and foundations of education,[on campus] acquire some skills and strategies in methods' courses and then go to the school and practice. There were also early field experiences, students in the freshmen or sophomore years visiting various educational settings but these experiences were nonconfrontational and lacking in guidance with opportunities for reflection. In this common approach the relationship between 'town and gown' was clearly drawn. The attitude has been , "We'll teach the content and theory at the University if you'll give them the opportunity to try it out in your school." This relationship persists in many preparation programs today. Certainly, as common sense suggests and literature infers, field experience is important. However, this practice of putting students into classrooms without specific coaching and mentoring has not demonstrated effective results. There is little evidence to suggest that this approach, simply placing students in classrooms to practice, is effective in preparing people to work with children in educational settings.

A major weakness in the early university/school relationship was the lack of involvement of the professionals in any significant discussion and dialogue about the day to day activities of the teacher preparation program. Teacher education advisory committees were common but usually rubber stamps and objects of information peddling. Little consultation and collaboration came from classroom professionals to the teacher education faculty. The concept and organization of the ACADEMY is dedicated to giving the professionals who work with children and families in classrooms and agency settings the opportunity to be more influential in the preparation of adults who would eventually become full-fledged members of the their profession. The ACADEMY with its idea and activities of shared responsibility has the potential to erase the line of demarcation between 'town and gown' of current practice.

The ACADEMY'S approach specifically involves all of its members in all aspects of the preparation program. Members are involved in the recruitment of candidates for the preparation program. For example, members of the ACADEMY have developed the criteria, the procedures for the selection of candidates for the teacher preparation program. In a similar manner all members of the ACADEMY have been involved in the development of curriculum, supervision,

mentoring, and teaching of early childhood students. The goal of the ACADEMY is to promote a shared professional effort by all members. The ACADEMY supports an integrated and developmentally appropriate education for ECE teacher education candidates as well as the young children who are the ultimate beneficiaries of the preparation program.

Advantages of the Academy Approach

There are several advantages to using Academy approach at the University of Toledo. Among the advantages are the following;

Affirmation and Support

The Academy approach allows individuals with similar belief systems about teaching, learning and young children to collaborate and support each other. Ample evidence exists which supports the view that people who share common beliefs and work together toward mutual goals can generate more positive energy toward their work. Collaborative efforts are frequently shackled and arrested because of conflicting believe systems. Collaboration on the basis of similar beliefs is not a new idea but one which is very difficult to accomplish within the context of unionism, seniority and uninformed leadership. The Academy approach allows for participation that is voluntary. The ACADEMY is comprised of individuals representing their own professional beliefs and practices. The ACADEMY is not a place. Through networking, individuals, regardless of school district, building location, or agency affiliations are able to feel a sense of support and identity for their beliefs about what is best practice in teaching and providing services for young children. Because current practice in early childhood settings is not routinely mindful of developmentally appropriate practice [DAP], many early childhood professionals who practice DAP are intellectually and professionally isolated from others who share similar belief and practice. This isolation puts severe pressure on these professionals. It is not unusual for these teachers to feel hostility and alienation from the other teachers. Frequently administrators are uninformed and not supportive of DAP teachers. Many well intentioned early childhood educators eventually weaken in their ability to persevere in the unfriendly environment and "tuneout," or leave and find a new job, or revert to the norm and become one of the others. The ACADEMY provides support and opportunities for these teachers to feel affirmed in their commitment to using developmentally appropriate practices. The ACADEMY gives the energy to each member that enables them to continue following their beliefs and behavior in whatever early childhood setting they find themselves. The Academy provides the emotional and technical support to individuals that allows them to transcend the limitations posed by isolation. The idea of belonging to a larger group of

professionals that have a shared vision and belief system lends strength and inspiration to the ACADEMY member.

Best Practice Experience

The Academy approach maximizes the ability of the teacher preparation program to find appropriate and high quality settings in which the preservice teacher may be placed for a variety of training experiences. Ohio Early Childhood licensure standards, as well as the National Association for the Education of Young Children [NAEYC] and the Council for Exceptional Children [DEC] professional guidelines call for student field placements from birth to age eight. The ACADEMY , through its membership can identify and facilitate the education and training of students in elementary schools, daycare centers, preschools, social agency and medical programs. The ACADEMY, with members from all of these settings **and** who share similar beliefs about what is best for young children, can collaborate to provide the needed preparation experiences.

Change

The ACADEMY is an organizational model that supports strategies for change. The activities of the ACADEMY, through the individual members, can infect and multiply across many individual schools, school districts and agency settings. The sense of camaraderie, fueled by a common vision and sense of bonding can be encouraging to early childhood educators who want to pursue change. For this reason the Academy, through networking and collaboration, is an excellent way to facilitate and nurture educational change. The Academy is a way to overcome institutional resistance to change that often discourages teachers who are "out there by themselves." Each member of the Academy has the potential to 'mentor' or 'sponsor' new members who wish to become part of the ongoing activities of the Academy. The Academy is dynamic and fluid in its ability to recruit new membership or to allow members to disengage themselves from the Academy.

Professional Growth & Development

The ACADEMY can focus professional growth and development efforts for its members in ways that are meaningful and effective. The ACADEMY can promote the image of teachers as researchers and sources of knowledge about how young children learn what constitutes an appropriate learning environment for them. The ACADEMY through the energy and enthusiasm generated by its membership can provide ways to plan for, develop, implement and support professional growth and development. Academy members, who hold similar beliefs and goals about what is best for young children, will plan activities that benefit each member of the ACADEMY and ultimately the young children and families they serve.

Principles Governing the Establishment of the Academy

* The ACADEMY must be founded on a common or shared vision with goals and activities that reflect the educational belief systems of the participants.

* The ACADEMY must be initiated by a group of individuals who are able to clearly articulate and communicate the principles and goals of quality education for young children.

* The ACADEMY must remain egalitarian and provide all members with equal opportunities to participate in Academy activities.

* The ACADEMY must establish its own procedures for recruitment, selection, orientation and induction of new members (classroom teachers, university faculty, administrators and other members).

  a) The ACADEMY must include an application process in its procedures.
  b) Individuals make application for membership in the ACADEMY.
  c) Individuals provide evidence of teaching & administrative behaviors which fit the guidelines of the ACADEMY.
  d) The ACADEMY must be able to inform potential members what it is they must know, be able to do and what values are important in order to become a member of the ACADEMY.

* The ACADEMY will sponsor professional development activities.
  a) The ACADEMY must be able to assist its members in improving their ability to carry out assigned roles (teaching, supervising, etc.)
  b) The ACADEMY must be able to sustain meaningful incentives and rewards for its members.
  c) The ACADEMY will plan and support study groups, professional growth activities and support for members to improve the education of the children and families for which they are directly responsible.
  d) The ACADEMY will develop a plan with appropriate support activities for the induction of new members into the ACADEMY

Resources and Support

The first & second year meetings were supported by regular budget resources wherever a few extra dollars could be found. Expenses incurred were primarily for mailings, print materials and refreshments at meetings. During 1994 the College of Education & Allied Professions was granted funds to support the college initiative. This money, in excess of $75,000, came by way of the office of the President of the University of Toledo. The College Steering Committee requested that each program writing committee submit a budget for their activities which in turn would become a part of the larger College budget. In the case of the ACADEMY, each of the subcommittees developed budgets related to their specific needs. This included money for printing, travelling to visit other preparation programs, consultants to visit the University of

Toledo, compensation for ACADEMY members to attend meetings during the day when they would have need of a substitute teacher or make other arrangements. Each subcommittee has their own idea about what they will need to get their work completed. The ACADEMY's budget request was about $25,000. The appearance of money to support the ACADEMY has made an important impression on non-university members. It has, in a sense underscored our sincere desire to share in all aspects of the teacher preparation program. Some of the money has underwritten the costs of non-faculty ACADEMY members to attend national conferences to make presentations (related to the work of the ACADEMY) as well as provided opportunities to compensate ACADEMY members for participating in the regular activities of the ACADEMY. Members do not get compensated for attending regular ACADEMY large group and subcommittee meetings.

In addition, to this financial support from the University, the faculty have written some grants which have added financial support to the activities of the ACADEMY. For example, a $5,000 request was awarded to the ACADEMY from the University of Toledo Foundation for Program Excellence. This money, allocated over a two year period, was granted for the early program planning and development activities of the Curriculum, Field Experience and Recruitment, Selection and Admission subcommittees of the ACADEMY.

Early Childhood faculty also wrote and was awarded an Eisenhower (science education grant) grant of $50,000. This grant was written to improve science education for young children through the inservice of teachers. 26 UT-ADAPT ACADEMY members who teach in a variety of preschool and K-Primary school settings are paired with 26 non-ACADEMY members. The money is used for teacher stipends, purchase of materials for classroom instruction, and the consultants working with them.

No faculty member has been given release time to pursue the development of the ACADEMY's goals. There is one graduate assistant assigned to the early childhood faculty team.

<u>Grants Awarded</u> in Conjunction with the ECE Academy and Program Development efforts during 1994/1995

Building Relationships Between Parents and Teachers

McInerney, Dinnebeil and Cooke

$1800,UT Center for Teaching Excellence Grant

Designed to develop innovative and integrated undergraduate experiences with parents and families. Faculty from Ed Leadership, Counseling, and Social Work are involved in the grant activity

Issues in Early Childhood and Special Education: The Unification of Early Childhood and Early Childhood Special Education

McInerney and Dinnebeil

$3800 UT Foundation Academic Excellence Grant

A speaker series dedicated to the issues of Early Childhood/Special Education and the training of undergraduates

Early Childhood Science: Equity and Curriculum Issues

McFarland, Dinnebeil, Cooke,McInerney and Czerniak

$60,000 from Ohio Board of Regents Dwight D. Eisenhower Mathematics and Science Education Program

This inservice project for 1994/1995 involves 60 teachers of young children involved in a variety of public and preschools settings.

30 of the 60 participants are members of the ECE Academy (ADAPT) and have been paired with non Academy members who are interested in learning more about developing skills in teaching young children in developmentally appropriate, unbiased and integrated science activities.

Enhancing the Early Childhood Preservice Preparation Program Through the Use of Videotaped Models

Dinnebeil and McFarland

$5,280 University of Toledo Faculty Development Award

The development of videotape models for use in ECE instruction

The Development and Implementation of a Collaborative Model for Early Childhood: The University of Toledo Academy for Early Childhood Preparation

Cooke, Dinnebeil, McInerney, McFarland, Cryan and Hamilton

$5000 University of Toledo Foundation Program Excellence Grant

This grant allows for the formation of a 18 person writing team comprised of ECE faculty, Arts & Science faculty, members of the Academy from early childhood settings. The purpose of the grant is to underwrite the costs of writing the ECE program, specifically the development and procedures for recruitment and selection of candidates for the ECE preparation program; collaborative curriculum development (ECE and Arts &Science) and the development of criteria and procedures for site selection, supervision and evaluation of ECE field experiences.

Evaluation of Academy's progress

The process of working together and sharing common tasks on a regular basis has provided many opportunities to evaluate and monitor the group's progress. At each large group (all members invited to attend) and the many subcommittee meetings participants interchanged ideas about where the UT-ADAPT ACADEMY was headed and how we were doing. Two surveys if the members' perceived professional needs provided more formal information about the direction and progress of the ACADEMY. (See Appendix B-2 and C-1). In addition, ECE faculty meet each week to discuss a variety of issues that relate to issues of program development and the ACADEMY's progress and contribution to it.

In January a focus group process was initiated in order to obtain more detailed information about the perceptions of ACADEMY members about their role and activity within the ACADEMY. Three focus groups were conducted by a facilitator skilled in group process. The facilitator was not associated with UT-ADAPT. Also a stenographer was hired to record and transcribe all discussions. The three focus groups consisted of 1) ACADEMY members (faculty) from Arts & Science, Elementary education, Foundations and Special Education; 2) ACADEMY members who had been consistently active in the activities of the ACADEMY during the past year; and 3) ACADEMY members who were less active, attending only 2 or 3 meetings. Members of each group were randomly selected from a larger pool of candidates who were similar in position (faculty) or activity. No early childhood faculty participated or attended any of the focus group sessions. All results were recorded (anonymously). Although ECE faculty have been given the data, a final analysis and report will be done by a subcommittee of ACADEMY members with guidance from a qualitative researcher. Sample questions from the focus group sessions are in Appendix C-3)

Recruitment, Selection, Admission and Retention

Has completed a concept paper that includes a comprehensive review of the literature related to teacher selection and admission. Has recommended a selection process and interview process. Is sponsoring a workshop for ACADEMY members to further develop interview strategies and selection criteria. A mock interview and selection day will take place in April. Teams of ACADEMY members which include one ECE faculty will participate in the selection activity.

Clinical and Field Experience

Has developed a philosophy statement, recommended hours for field experience and types of settings for field experiences. The committee is currently working on the development of a process and criteria for selection of sites for students and the role of the ACADEMY and its members in this process. The committee has been conducting a phone survey of other universities to sample their field experience programs.

Curriculum

Has developed a first draft curriculum for a seven quarter professional sequence. Because curriculum involves faculty from music, art, PE, and educational foundations the formation of a recommended curriculum has been difficult. Philosophical differences about what is an appropriate curriculum exists between ACADEMY members. Other complications include the fact that the University if likely to change to a semester system within two years thus bringing a new variable into the planning.

Program Organization and Management Structure

Has been the planning and guiding arm of the ACADEMY activities. Has developed processes for decision-making (both concensus and voting are utilized depending on the issues), has development a timeline for the completion of tasks and overseen the collection, organization and dissemination of materials from each subcommittee to the larger ACADEMY meetings.

Professional Growth & Development

This subcommittee has completed a professional growth and development needs assessment (see Appendix C-1). The committee has also produced the first UT-ADAPT newsletter for members. (see Appendix C-2)

Conference Presentations <u>accepted</u> for 1994/1995

Issues in Early Childhood Education and Special Education
National Association for the Education of Young Children
Annual Conference, Atlanta Georgia, November 1994
Presenters: McInerney, McFarland, Macdonald

A Unified Early Childhood Education Undergraduate Teacher Preparation Program
Council for Exceptional Children Division of Early Childhood Conference,
St. Louis, MO. October 1994
Presenters: McInerney, Cryan, Dinnebeil, Allen & Richards

A Stakeholder Supported and Unified Undergraduate Teacher Training

Program in Early Childhood Education
Council for Exceptional Children, Division of Teacher Education Conference, San Diego, CA November 1994
Presenters: McInerney, Cryan and Dinnebeil

Shared Visions for Educational Advancement: The Academy for Early Childhood Preparation, A Model of Collaboration and Educational Change
AACTE National Conference, Washington D.C. February 1995
Presenters: Cooke, McInerney, Cryan, & Dinnebeil

Problems and Obstacles in the Change Process

A great deal of has been completed in the first three years of the ACADEMY's existence. The bonding has been spectacular and at times very difficult . There have been obstacles and irritants along the way. It is important to understand that the authors of this paper do not believe that differences or obstacles are necessarily negative. The negative obstacles are related to time and the availability of resources. A tired and stretched workforce can only march so long. Other difficulties related to organization and philosophy are viewed signs that interchange and dialog are continuing and growth is taking place. The ACADEMY espouses a particular set of beliefs related to Developmentally Appropriate Practice but does not intend that each member should necessarily agree on all issues created during the formation of the preparation program. These are some of the issues we have faced during the first three years.

Organizational Problems:

Articulation between the subcommittees. It has been difficult to communicate between subcommittees. Perhaps fewer committees would be beneficial.

Connections to all players. Few administrators have been actively involved. One superintendent, two building principals have been moderately involved. Preschool administrators and program directors have been very active.

Resource Problems:

Lack of money and time. Faculty need relief from primary responsibilities to carry forward activities of the program development. Academy members who are in programs outside the university, preschools, elementary buildings etc., need compensation and time.

Philosophical Problems:

While members of the ACADEMY generally subscribe to the DAP philosophy there are many variations among members. Faculty themselves are struggling with differences about what the curriculum should look like, and how the preparation program should be delivered. Non-faculty members of the ACADEMY have noticed and remarked about the apparent differences of

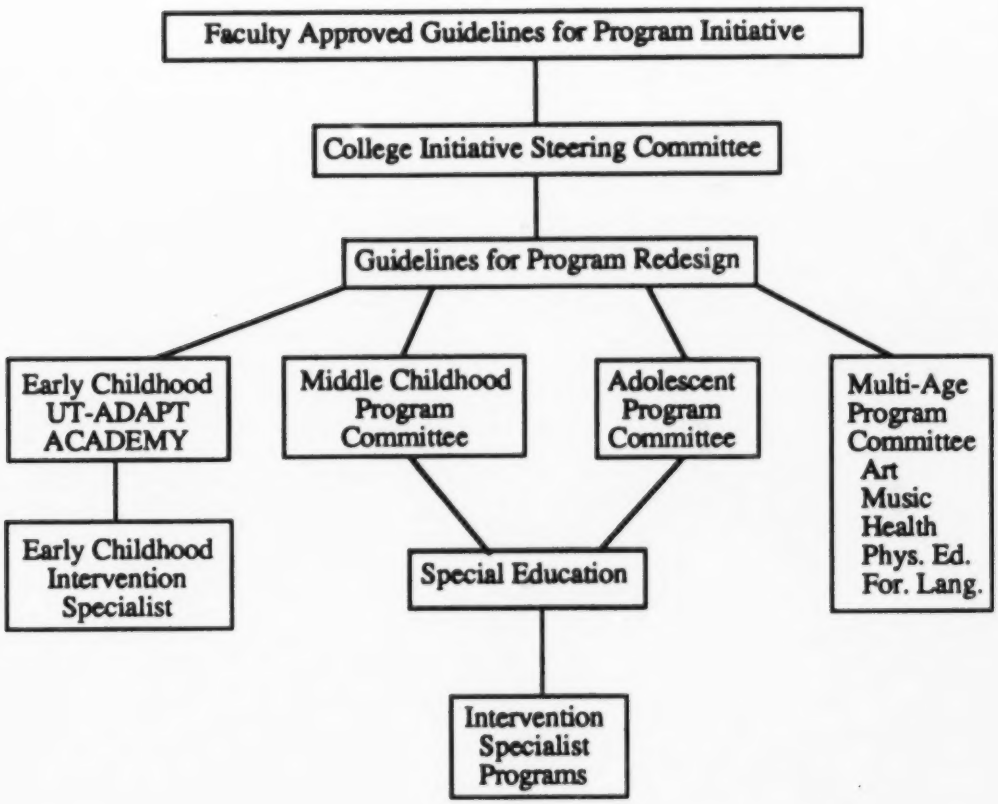
the views of faculty.

Tension between faculty:

One of the clear lessons that we have learned is that faculty from differing disciplines do not necessarily and are actually unlikely to understand each other's perspective on teacher preparation. Dialog and more dialog appears to be most important.

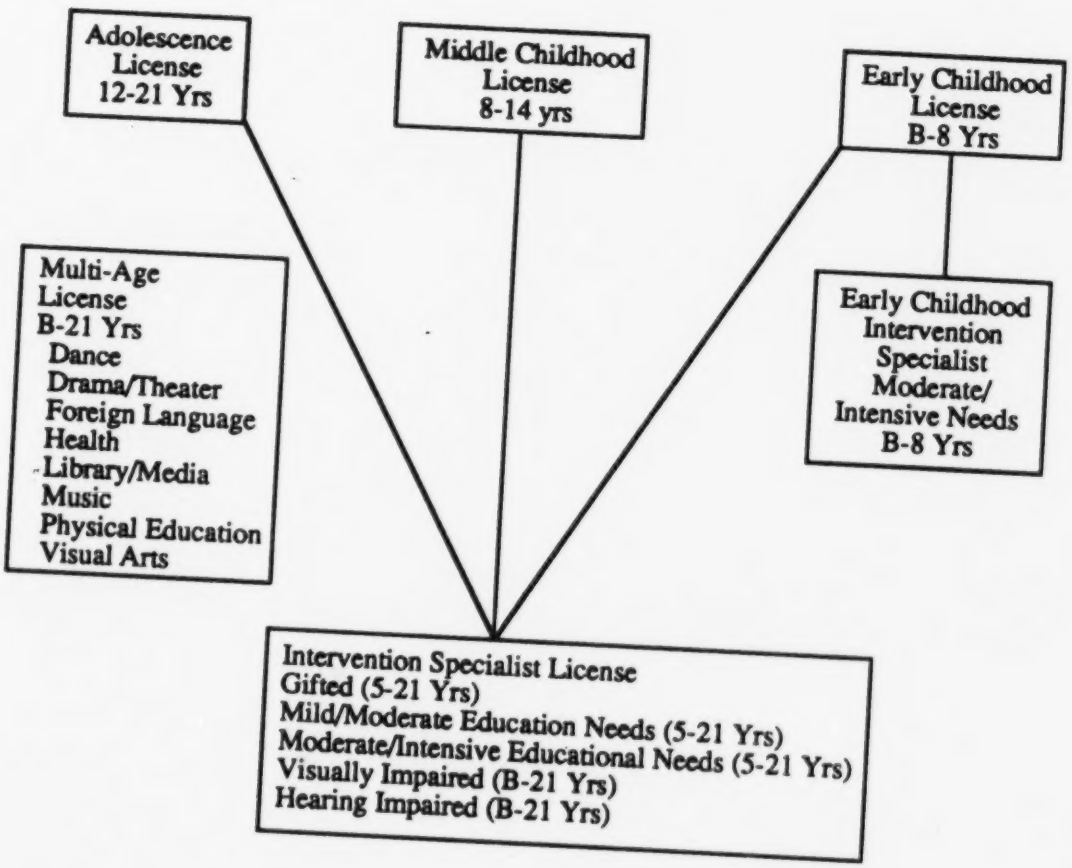
Appendix A-1

College of Education & Allied Professions Teacher Education Initiative Committee Structure



Appendix A-2

Proposed Ohio Teacher Licensure



Appendix A-3

The College of Education and Allied Professions' Guidelines for Program Redesign.

Note: These are the parameters within which all teacher preparation programs in the College of Education and Allied Professions will plan and implement their individual programs. These guidelines were approved by faculty vote in December 1993

GOAL

The preservice teacher education programs will be redesigned with the central theme of educating students to work in culturally diverse settings and promote the intellectual, social, moral and cultural growth of children and adolescents in public and private schools.

GUIDELINES

1.Beginning teachers must have :

a) A strong liberal arts background, including a general education component that promotes cultural diversity and critical literacy.
b) An academic major in the humanities, social sciences, or sciences/mathematics that develops expertise.
c) Course work that links a liberal arts background to teaching.
d) A professional education major that focuses on teaching and learning in the context of schools and society.

The preservice teacher education program will be a dual degree program requiring a maximum of 230 credit hours. Students will earn a bachelor's degree in the College of Arts and Sciences and a bachelor's degree in the College of Education or an equivalent dual degree program.

Each degree program will also include the following;

a. Each teacher education program will include a strong core of learnings that prepare graduates to educate students with exceptional learning needs. Further, each teacher education program, where appropriate, will integrate special education.
b. Each teacher education program will include a strong core of learning that prepares graduates to use technology to improve teaching and learning.
c. The faculty in each teacher education program will work with the faculty in the College of Arts and Sciences to identify/design majors that are appropriate to certification/licensure standards and program goals.
d. The basic design of the program will result in an upper division professional component. The decision for admission to this component will be made during the Junior year (3rd year). This model will enable students to satisfy a viable Arts and Sciences or comparable degree program as an alternative if they are not admitted to professional education.

2. The faculty must exert control over the quantity and quality of students admitted into the education programs. Each teacher education program will develop admission requirements to insure that qualified students enter the professional education program and that program resources are not taxed beyond the limits of full-time faculty or quality field placements. Likewise each program must assure that it remains viable in terms of the productivity requirements defined by the university. Admission requirements should consider intellectual, motivational, social and ethical criteria. The following additional points must be considered in the development of the admission process:

a. An increased emphasis must be placed on developing a culturally diverse student body.
b. Students should demonstrate a commitment to the profession by verifying experience with children prior to admission to the professional component of the program.

3. Today's multicultural educational environments dictate that beginning teachers have an understanding of diversity, the family, special needs students, and the complex society in which teaching and learning occurs.

4. The development of beginning teachers requires a two year, professional education program that integrates theory and practice, guides students in cohort groups through a set of developmentally appropriate learning experiences, and helps students to reflect meaningfully on their own professional growth. The curriculum and instructional design of professional education must include faculty throughout the College and representation from public schools.

5. The development of beginning teachers requires a new relationship based on a collaboration between the College and the Schools. In this new relationship there must be a shared vision, a shared mission, a shared philosophy of learning, and a shared responsibility for the education of teachers. The teacher education programs will create Professional Development Schools and Networks, so that the public schools or other approved agencies become the focus of teacher education. Students will receive the benefits of working with the best practitioners in the area, and the Colleagues of Education and Allied Professions and Arts and Sciences work cooperatively with school districts to improve the quality of education in the local public schools.

6. The development of beginning teachers requires a new model for field/clinical experiences. One that enables teacher education students to assume more responsibility in the classroom and extend their learning in pedagogy, classroom management and ways of working with counselors, administrators and other specialists in the schools. The following are basic principles for the development of this new field experience component:

a. all field experiences should be intense, occurring in settings that model best practice as defined by the faculty and teachers/administrators involved in the program.
b. The first field experience, after admission to advance standing, should not only be intense, but confrontational and designed to challenge the student' s conception of schooling, the role of teacher, and how children learn.
c. The culminating field experiences require extended time frames beyond an academic quarter.
d. The management of field experiences must be a cooperative venture. Placements/sites should be selected and supervised by faculty and professional educators who are allied to the tenets and beliefs of the individual programs.

7. The College of Education and Allied Professions will make a commitment to insuring the placement of its graduates through improved joint placement programs, and involvement in induction year of all graduates who remain in Northwest Ohio.

8. The College of Education and Allied Professions will make a commitment to research in teacher education by designing a research and evaluation component of the new teacher education program. There should be broad effort to understand the process of teacher education and the growth of our students from novice to expert teachers.

9. The redesign of the teacher education program will require significant commitment and effort of faculty in the College of Education and Allied professions and Arts and Sciences and of those educators in the schools as well. Working together, these teams will create teacher education programs consistent with the principles of this document.

10. The redesign of preservice teacher education should lay the foundation for the redesign of Graduate programs which either focus on the preparation of professionals for other roles or meeting the professional needs of experienced educators.

11. Teacher education is a professional program and should be funded at a level comparable to other professional programs in the University.

Appendix B-1
Composite Membership Profile

The current membership of UT-ADAPT has the following characteristics: (expressed in % of membership)

a) Professional Positions:

- **35%** Pre-Kindergarten & Kindergarten teachers
- **16%** Primary teachers
- **11%** Early Childhood/Special Education teachers
- **11%** Early Intervention Coordinator
- **11%** Early Childhood Program Director
- **10%** University Faculty
- **03%** School Administrator
- **03%** Other

b) Level of Education:

- **32%** Bachelor's Plus
- **18%** Master's
- **16%** Master's Plus
- **13%** Bachelor's
- **11%** Specialist
- **10%** Ph.D

c) Professional Certification

- **49%** K-8
- **11%** Special Education
- **11%** PreKindergarten
- **11%** Other
- **09%** Supervisory
- **05%** EEH
- **04%** Speech/Language

The membership of the Academy is a blend of young and experienced, working in educational, social, private, medical agencies, and most importantly sharing a similar belief system about what is best practice for young children and their families.

Appendix B-2
Professional Needs Survey

A forty-eight item inventory was given. Each person was asked to prioritize items according to a) importance to their own professional growth and b) importance to the professional or field of early childhood. Items that were rated the highest are in BOLD

Items

(1) Parent participation in education/involvement

(2) Receiving grade (not appropriate)
(3) Retention of students
(4) Expectations- Parent/teacher
(5) Continuing Education for Post masters degree
(6) Support with in building
(7) Support teams across districts
(8) How to keep your gusto and not fall into the trap
(9) Compassion/love a MUST
(10) Standards for ECE apply to public schools
(11) Public perceptions of ECE teachers
(12) Real ratios
(13) Real group size
(14) Increase student teaching time
(15) Amount of time on social/emotional training

(16) "Selling" developmentally appropriate practices to parents, staff, administrators, board members.....need education

(17) Increase parent involvement
(18) Inclusion programs for special needs, typical, at risk children

(19) Teacher preparation, staff development to deal with inclusion of children with special needs in regular education classrooms

(20) Technical assistance from "ECE experts"
(21) Providing support personnel to regular classrooms to enhance success for children with special needs,
(22) Lack of transdisciplinary approaches, reduce "pullout" programs

(23) Increase classroom time for methods students (students are not prepared, need more holistic approach)

(24) Advantages of ungraded primary classrooms
(25) Standardized testing
(26) Integration across subject matter (eliminate methods blocks)

(27) Inclusion of special needs children

(28) Educating practicing teachers, parents, administrators on developmentally appropriate practices

(29) Fear of the unknown and change
(30) `DAP (developmentally appropriate practice) and its implementation
(31) Family !nvolvement
(32) Communication between university and schools

(33) Methods- narrower focus instead of elementary make it ECE (K-3 only)

(34) Faculty, lack of support
(35) Lack of staff/dollars (teacher/child ratio)
(36) Lack of administrative support
(37) location of special needs classrooms (basements, hallways away from regular education classrooms
(38) Class size (too large!!)
(39) Transition to next environment

(40) Understanding developmentally appropriate practices (by teachers, administrators, Bds. of Ed and parents)

(41) Firm understanding of child development
(42) Role of the teacher as a facilitator (not just a supervisor of 'play'; student, not teacher directed learning)
(43) Educating/integrating parents into the program.
(44) Cross-age grouping
(45) Teacher/Preparation ECE Special Ed Internship for UT students

(46) Integration of regular and special education at the college level

(47) Area teachers/ educating UT students through seminars, classes workshops
(48) Redesign requirements as related to Pre-K

As a result of reviewing and analyzing the above individual items, clusters of concern and/or interest emerged:

Developmentally Appropriate Practice: Nos. 2,3,9,12,13,15,16,22,24, 25,28,30,40,41,42, & 44

Inclusion: Meeting Developmental Needs: Nos. 18,19,20,21,27,34,35,36, 37,38, & 39

Teacher Preparation, Supervision & Cert.: Nos. 5,14,15,23,26,28,32,33,45,46,47, & 48

Parent Education: Nos. 1,4,17,31, & 43

Note: Items #8,#11, &#29 seem to stand alone

Appendix C1: **Survey of Professional Development Activities**

Interest You?	Rank Order	Have Expertise?	Topic
			DEVELOPMENTALLY APPROPRIATE PRACTICE
24	8.93	4	Grading and assessing students
13	8.93	0	Grade retention
22	4.98	10	Demonstrating caring and compassion to students
27	11.30	15	Attending to children's social/emotional development
32	15.94	9	Helping parents, colleagues, administrators, and board members learn about DAP
17	3.65	9	Reducing "pull-out" approaches to instruction
29	5.63	3	Ungraded or multiage primary groupings
17	2.64	3	Issues related to the use of standardized testing
31	13.94	10	Role of the teacher in children's learning; using developmentally appropriate instructional strategies
29	4.97	11	Using knowledge of child development to teach children
Interest You?	**Rank Order**	**Have Expertise?**	**INCLUSION: MEETING EVERYONE'S NEEDS**
31	15.29	5	Characteristics of quality inclusive programs
33	18.29	5	Options for staff development to deal with issues related to including children with special needs in regular education classrooms
28	9.26	7	Preparing "regular" preservice teachers to work with young children who have special needs.
20	5.63	7	Supporting transdisciplinary teaming
19	3.63	1	Increasing support for inclusive programming from higher education faculty, colleagues, and administrators
30	7.61	2	Exploring issues related to class size and its' effect on inclusion
25	7.64	3	Providing appropriate transitions for children and families between programs.

Interest You?	Rank Order	Have Expertise?	Topic
Interest You?	**Rank Order**	**Have Expertise?**	**TEACHER PREPARATION, SUPERVISION, & CERTIFICATION**
16	3.66	0	Continuing education for post-masters degree
18	4.63	3	Time spent in student teaching/interning
24	8.60	2	Increasing time spent in preparing teachers to deal with children's social/emotional growth
18	6.31	2	Increasing time spent in classrooms for methods students
25	14.27	4	Integrating course content within clinical/field experiences
28	5.32	2	Upgrading lines of communication between the University and schools
20	5.71	4	Focus more on K-3 grades in Methods courses
22	8.29	2	Examining how to prepare preservice teachers in early childhood special education
19	7.98	0	Integrating regular and special education at the College level
18	6.31	1	Including area professionals as faculty in preservice ECE/ECSE programs at the University of Toledo
Interest You?	**Rank Order**	**Have Expertise?**	**BUILDING RELATIONSHIPS WITH ADULTS IN ECE**
32	18.92	11	Increasing parent participation/involvement in the schools
25	8.94	6	Exploring expectations for parent/teacher relationships
22	13.27	5	Developing effective communication skills
16	4.02	2	Including parents as faculty in preservice ECE/ECSE programs at the University
29	9.62	5	Exploring issues related to collaborating with other professionals in ECE settings

UT ADAPT-ACADEMY

The University of Toledo

Winter 1995 Volume 1 Issue 1

Welcome to Our First Newsletter

By Professor Gary E. Cooke

UT ADAPT- Academy is off to a great start! Since the first large group meeting in February of 1994 the UT ADAPT -Academy has held regular meetings to plan and develop appropriate training programs and continued professional growth activities for adults working with young children. The 'glue' for this group is the desire to improve the preparation and professional growth of early childhood educators who prescribe to DAP (Developmentally Appropriate Practice). In fact, UT ADAPT stands for University of Toledo Associates for Developmentally Appropriate Practices in Teaching. Participants in the activities of the Academy are professionals from university, public and private school, social and medical service agencies who are daily involved in the lives of children and their families and the training of adults to work with young children. The Academy represents those professionals who are interested in the preparation and continued growth of adults who work with young children.

The Academy has two primary responsibilities. The first is to plan, develop, implement, and supervise the education and training of adults who choose careers in early childhood. The second and equally important responsibility of the Academy is to sponsor and support members in professional growth and development through self-study, self-renewal and a variety of staff development and inservice education activities. To reach these goals the activities of the ADAPT-Academy have been organized around five subcommittees. These subcommittees have met regularly

1995 BEGINS WITH THE FIRST PUPLICATION OF THE UT ADAPT-ACADEMY NEWS.

larger group recommendations regarding the primary charge given to their subcommittee. The subcommittees are:

- **Recruitment, selection, admission, & retention of candidates for careers in early childhood education**
- **Curriculum of the early childhood preparation program (undergraduate and graduate)**
- **Clinical and field experiences for early childhood candidates**
- **Program organization and structure**
- **Professional growth & development of Academy members**

If you haven't attended any UT-ADAPT Academy meetings and would like to, or would just like more information about the goals and activities of the UT-ADAPT drop a postcard with your name and address to:

UT-ADAPT
College of Education and Allied Professions
University of Toledo
2801 W. Bancroft

Changing to D.A.P.

by Babara P. Drown

Changing from the traditional classroom to D.A.P. in the classroom is becoming more prevalent in many school districts according to recent articles published in *Young Children*. *(continued on page 5)*

inside...

What Does DAP Mean? ***by Laurie Dinnebeil*** **pages 2-3**
UT Spring and Summer Course Offerings **pages 4-5**
Share DAP *opportunity to share info and materials* **page 6**
Calender of DAP Events **page 7**

Appendix C-3
Focus Group Discussion
-Sample Questions-

What is your motivation to take part in the ADAPT ACADEMY?

The first thing I would like you to respond to is your personal motivation and benefit from being part of the ACADEMY?

By your involvement, do you hope to make a change?

What would you tell people about the ACADEMY?

What are the selling points? What are the benefits to people?

Is there something you would change about the ACADEMY? Should anything be modified?

Who has the power and decision-making ability?

What relationship do you think there will be between practitioners and University faculty in terms of teacher training? Do you see this as something that practitioners will become more involved in the training of, or are they simply going to be placement opportunities for your students to come to? Do you see yourself coming into the field more out there with them, demonstrating, being a part of training?

Do you all support the idea of teachers and training interfacing more often?

What is the relationship between yourself and the faculty? What should the relationship become?

Do you feel you have a major impact on decisions? What responsibility does the faculty have to this process?

What do you see as the decision-making power of ADAPT? If faculty and students get together with all these ideas, where does the power come from in making these changes and decisions happen?

What is the future of ADAPT ACADEMY in terms of what you think it could be or should be, or will it be over when a curriculum is established and some powerful decision-makers decide?